

GOAL AND INDICATOR RECOMMENDATIONS  
FAMILY SUPPORT AND LITERACY  
WORKSHEET

ARIZONA EARLY CHILDHOOD TASK FORCE WORK WITH THE FIRST THINGS FIRST BOARD APPROVAL			RECOMMENDATIONS FROM THE FAMILY SUPPORT AND LITERACY POLICY ADVISORY COMMITTEE	
OUTCOMES	CONDITIONS	FTF ROLES	GOALS (Final Draft 03 16 11)	SAMPLE INDICATORS
<ul style="list-style-type: none"> <li>All families have the information, services, and support they need to help their children achieve their fullest potential.</li> </ul>	<p>A. Families receive high quality, diverse, and relevant information and education on the importance of the early years, child development, health, and early education in a variety of formats and from a variety of sources</p> <p>B. Families have easy access to information on the quality and availability of programs and services.</p>	<p>1. Information and Education for Families - Convene partners, provide leadership, and provide funding for the development and coordinated dissemination of high quality, diverse, and relevant information and education on the importance of the early years, child development, health, early education, and related resources for families, providers, partners, and the public</p>	<p>a. To increase families' belief that accessing information, resources supports or services is a regular part of raising young children.</p> <p>b. To increase access to timely, culturally responsive and accurate information regarding early childhood development, early care &amp; education and developmentally appropriate parenting.</p> <p>c. To increase the ability of families to identify and access quality family support and literacy programs by providing specific information about what a quality program consists of and where quality programs are available in their communities.</p>	<p>% / # of families accessing information about services and supports in their communities</p> <p># / % of families who report they are comfortable accessing information, resources &amp; supports..</p> <p>% of families who report they are competent and confident about their ability to support their child's safety, health, and wellbeing.</p> <p># of providers of family support and literacy services that specifically provide timely, relevant information about services and supports in their communities.</p> <p>Parent rating of child development and parenting knowledge</p>
	<p>C. Families have access to a variety of high quality, culturally responsive, and affordable services, supports, and community resources, which promote their child's development (physical, cognitive, speech and language, and social-</p>	<p><b>2. Supports and Services for Families - Convene partners, provide leadership, provide funding, and advocate for development, enhancement, and sustainability of a variety of high quality, culturally</b></p>	<p>a. To increase the availability of a continuum of high quality family support and literacy services for families with young children.</p> <p>b. To increase family access and participation in a continuum of high quality family support and literacy services..</p>	<p>Systems Indicator / Outcome</p>

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	emotional) and health.	<b>responsive, and affordable services, supports, and community resources for young children and their families.</b>	c. To increase the ability of families to promote positive child development, health & literacy outcomes for their children. (Possible indicators could be measuring the increase in knowledge, skills, attitudes and behavior.)	# or % of children who enter K demonstrating age- appropriate social-emotional development  Percentage of families of childrenbirth through age five who report they maintain language and literacy rich home environments (e.g. children hear language throughout the day, children have opportunities for listening and talking with family members, books and other literacy tools and materials are available and accessible to children)  Percentage of families with children birth through age five who report reading to their children daily in their primary language
			d. To continuously improve the quality of family support and literacy services.	
			e. To expand the use of evidence based practice in the early childhood family support and literacy service system.	% of family support and literacy programs that are accredited and/or based on proven practices.
			f. To increase coordination of planning, developing, funding and delivery of family services and supports to best meet the needs and preferences of families and to leverage available resources.	Amount of funding leveraged among system partners.
			g. To increase the number of family members who are actively participating in the development of the system of family support and literacy services	# of opportunities provided for family participation  # of families actively participating in systems planning efforts. ( Councils, Task Forces, Focus Groups, etc.)

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<ul style="list-style-type: none"><li>All early childhood education and health professionals are well prepared, highly skilled, and compensated commensurate with their education and experience.</li></ul>	A. Family support providers have the knowledge and skills required to work with young children and their families.	1. Specialized Training for Family Support Providers - Collaborate with partners to provide funding and implement strategies for increasing the number of family support providers who have knowledge and skills required to work with young children and their families.	a. To increase professional development for family support and literacy providers through creation of a professional development system.	<p># of professional development opportunities offered specific to family support and literacy services.</p> <p># of family support and literacy providers participating in ongoing professional development and assistance.</p> <p># of speciality training sessions offered.</p> <p># of participants in specialty education and training.</p>